



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161102 **Name:** Didactics and Educational Innovation

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: Educational processes and contexts

Subject Matter: Education **Type:** Basic Formation

Field of knowledge: Social and Legal Science

Department: General Didactics, Theory of Education, and Technological Innovation

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

| | | |
|-------|---|------------------------|
| 116A | <u>Isabel Fuster Palacios</u> (Responsible Lecturer) | isabel.fuster@ucv.es |
| 116AA | <u>Noelia Martinez Hervas</u> (Responsible Lecturer) | noelia.martinez@ucv.es |
| 116B | <u>Isabel Fuster Palacios</u> (Responsible Lecturer) | isabel.fuster@ucv.es |
| 116G | <u>Miguel Angel Jiménez Rodríguez</u> (Responsible Lecturer) | mangel.jimenez@ucv.es |



Module organization

Educational processes and contexts

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|----------------|-------|--|------|---------------|
| Education | 24,00 | Design and Evaluation of Educational Action Plans | 6,00 | 2/2 |
| | | Didactics and Educational Innovation | 6,00 | 1/2 |
| | | Educational Fundamentals and School Organisation | 6,00 | 1/1 |
| | | Teaching-Learning Processes in the Classroom: Techniques and Tools | 6,00 | 2/2 |

Recommended knowledge

Not required



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Recognizes the function and characteristics of didactics and the curriculum within the current legislative framework.
- R2 Designs and defends a Didactic Unit based on the official curriculum from a competency-based approach, properly aligned and using the learned methodologies and evaluation systems.
- R3 Explains the characteristics of various current methodological systems, showing their potential and applying them to simulated contexts.
- R4 Reflects on the importance of didactics, the curriculum, and programming from current approaches, acknowledging their significance for educators.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

| GENERAL | | Weighting | | | |
|----------|--|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CG1 | Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures. | | | | X |
| CG2 | Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school. | | | | X |
| CG4 | Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education. | | | X | |
| CG10 | Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students. | | | | X |
| SPECIFIC | | Weighting | | | |
| | | 1 | 2 | 3 | 4 |
| CE4 | Know the current proposals and developments based on competency-based learning. | | | | X |
| CE5 | Identify and plan the resolution of educational situations affecting students with different abilities and learning rhythms. | | | | X |
| CE7 | Know the fundamentals of primary education. Analyze teaching practice and the institutional conditions that frame it. | | | X | |
| CE11 | Promote cooperative work and individual effort in students. | | | | X |
| CE14 | Design, plan, and evaluate teaching activity and learning in the classroom. | | | | X |
| CE15 | Know and apply innovative experiences in primary education. | | | | X |



Universidad
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Course guide

Year 2024/2025

1161102 - Didactics and Educational Innovation





Assessment system for the acquisition of competencies and grading system

In-class teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|---|
| R4 | 10,00% | Solution of practical cases: Execution tests, real and/or simulated tasks. |
| R3 | 20,00% | Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works). |
| R1, R2 | 50,00% | Written tests: Objective tests with short and extended responses. |
| R2 | 20,00% | Projects. Development and/or design works. |

Observations

a) Specifications of the evaluation systems:

R1. 20% Written tests (Curriculum and Didactics).

R2. 30% Written test of a Learning Situation (Programming Unit)

20% Design of a Learning Situation (Didactic Unit)

R3. 20% Work on Methodologies

R4. 10% Reflection on a practical case.

NOTE: To pass the course it is necessary to pass all the evaluation instruments.

b) Single evaluation: Exceptionally, those students who, for justified and accredited reasons, cannot undergo the continuous evaluation system and request it to the Coordination of the specialty, within the first month of teaching, will be able to opt for this evaluation system.

In this case, it will be evaluated in the following way:

-Respective of R1. Objective tests. 20%

-Regarding R2. Design work and execution test. 50%

-Regarding R3. Written and oral presentation to the professor. 20%

-Regarding R4. Reflection tests and solution of cases. 10%

NOTE: To pass the course it is necessary to pass all the evaluation instruments.

c) Honorable Mentions.

It is up to the professor to grant the MH. In any case, the conditions to do so are the obtaining of an outstanding grade and the granting of a maximum of one MH for every 20 students.



Online teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R4 | 20,00% | Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development |
| R2 | 20,00% | Solution of practical cases: Performance tests of real and/or simulated tasks. |
| R2, R3 | 20,00% | Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos) |
| R4 | 10,00% | Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios. |
| R2 | 30,00% | Projects. Development and/or design works. |

Observations

a) Specifications of the evaluation systems:

Objective tests: 20%.

Performance tests: Developmental exam. 20%

Oral presentation of group work. 20%

Work follow-up: reflection on a scientific article and a press release. 10%

Projects: Programming Unit. 30%

b) In order to pass the course, it will be necessary to obtain a grade equal to or higher than 5 points in each of the sections of the evaluation system.

c) In order to pass the course, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, so as to achieve at the end of the Degree the C1 level, as required by the official Memory of the degree. Therefore, each spelling mistake will be, consequently, penalized in papers and exams with 0.50 points. Three missing accents will be equivalent to one spelling mistake.

b) Single evaluation: Exceptionally, those students who, for a justified and accredited reason, cannot be subject to the continuous evaluation system and request it to the Coordination of the specialty, within the first month of teaching, may opt for this evaluation system.

In this case, it will be evaluated in the following way:

-Respective of R1. Objective tests. 20%

-Regarding R2. Design work and execution test. 50%

-Regarding R3. Written and oral presentation to the professor. 20%

-Regarding R4. Reflection tests and solution of cases. 10%



c) Honorable Mentions.

It is up to the professor to grant the MH. In any case, the conditions to do so are the obtaining of an outstanding grade and the granting of a maximum of one MH for every 20 students.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Participatory Master Class
- M2 Case Study
- M3 Project-based Learning
- M4 Learning Contracts
- M5 Seminar Work
- M6 Problem-based Learning
- M7 Cooperative/Collaborative Work
- M9 Group and Individual Tutoring



- M10 Individual Tutoring
- M11 Participatory Master Class
- M13 Seminar Work
- M15 Project-based Learning
- M16 Learning Contracts
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|-------------------------------|-------------------|--------------|-------------|
| Group Work Presentation M7 | R2, R3 | 4,00 | 0,16 |
| Theoretical Class M1 | R1, R2 | 15,00 | 0,60 |
| Practical Class M2, M7 | R2, R3 | 35,00 | 1,40 |
| Tutoring M9, M10 | R2 | 4,00 | 0,16 |
| Evaluation M2, M4, M6 | R1, R2, R3, R4 | 2,00 | 0,08 |
| TOTAL | | 60,00 | 2,40 |

LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|---------------------------|-------------------|--------------|-------------|
| Group work M3, M7, M9 | R2, R3 | 40,00 | 1,60 |
| Individual work M2, M4 | R1, R4 | 50,00 | 2,00 |
| TOTAL | | 90,00 | 3,60 |



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|-------------------|--------------|-------------|
| Theoretical class (e-learning mode) M11 | R1, R3, R4 | 20,00 | 0,80 |
| Practical class (e-learning mode) M15, M18 | R2, R4 | 30,00 | 1,20 |
| Individual tutoring (e-learning mode) M19 | R4 | 7,00 | 0,28 |
| Evaluation (e-learning mode) M16, M19 | R1, R2, R3, R4 | 3,00 | 0,12 |
| TOTAL | | 60,00 | 2,40 |

ASYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|-------------------|--------------|-------------|
| Individual work Activities (e-learning mode) M16 | R1, R4 | 52,50 | 2,10 |
| Group Work (e-learning mode) M20 | R2, R3 | 37,50 | 1,50 |
| TOTAL | | 90,00 | 3,60 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|---|---|
| DIDACTICS AND CURRICULUM | The role of didactics and its components. The curriculum in education. Sources, elements and levels. |
| THE CURRICULUM IN EDUCATIONAL LEGISLATION | Design, development and evaluation of the learning-centred curriculum. Legislative framework. Development of the Primary Education Curriculum Decree. |
| TEACHING-LEARNING METHODOLOGIES | Innovation: approaches and current affairs. Methodology as a means to enable innovation. Methodologies focused on learning. Educational evaluation. Specific vocabulary. |
| DIDACTIC PROGRAMMING | The competence-centred curriculum. Design of learning situations. Process of elaboration of Programming Units. |



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|---|--------------------|-------|
| DIDACTICS AND CURRICULUM | 6,00 | 12,00 |
| THE CURRICULUM IN EDUCATIONAL LEGISLATION | 6,00 | 12,00 |
| TEACHING-LEARNING METHODOLOGIES | 8,00 | 16,00 |
| DIDACTIC PROGRAMMING | 10,00 | 20,00 |

References

BIBLIOGRAPHY

Coloma, A., Jiménez, M.A. y Sáez, A.M. (2007). *Metodologías para desarrollar competencias y atender a la diversidad*. S.M.

De La Herran, P.L. (Coord.) (2008). *Didáctica General. La práctica de la enseñanza en Educación Infantil, Primaria y Secundaria*. McGraw Hill

Gargallo, B. (Coord.) (2017). *Enseñanza centrada en el aprendizaje y diseño por competencias en la universidad*. Tirant Humanidades.

Jiménez Rodríguez, M.A. (Coord.) (2019). *Programar al revés. El Diseño Curricular desde lo aprendizajes*. Narcea

Jiménez Rodríguez, M.A. (Coord.) (2019). *El diseño de Unidades Didácticas hoy. La alineación del currículo al servicio de los aprendizajes*. Tirant Humanidades.

Sánchez Huete, J.C. (Coord.) (2008). *Compendio de Didáctica General*. CCS

READINGS

Colección de textos y artículos elaborado por los docentes.

Gerver, R. (2016). *Crear hoy la escuela del mañana. La educación y el futuro de nuestros hijos*. Biblioteca de Innovación Educativa. SM.

Sánchez-Rivas, E. (2014). *Ideas creativas para educar*. Ediciones Aljibe.